

10/15/2015

**2015 Academic and Career Planning – Video  
Streaming Session #7  
October 15, 2015 Transcript  
Career Development and Academic and Career Plans  
of Study – Part I of Series Part**

(00:00)

Good afternoon and welcome to the seventh of a series of video streaming sessions for CTE administrators, school counselors, and others interested in career and technical education in Virginia. My name is Joe Wharff, and I am the school counselling specialist in the office of student services at the Virginia Department of Education. Today's video streaming session will be one of a two part series on academic and career planning. Today's session will be on K12 comprehensive developmental academic and career planning. And the second series that will air next month on November 12 is on secondary to post-secondary. Really the video streaming sessions are good for all educators in particular those new school counselors, new CTE administrators or teachers. So we feel that this information would be helpful to them and will be helpful for you.

(0:56)

Let's go ahead and get started. Today's agenda on Academic and Career Plans includes the actual Academic and Career Plans requirements. This requirement now is in place for students in Virginia, starting with the development in 7<sup>th</sup> grade and I believe this year's 10<sup>th</sup> grade students, it is mandatory for them to have the Academic and Career Plan. We'll look at the Academic and Career Plan development and really have a K5 career awareness exploration, grade 6-8 being career development and planning, and 9-12 being career focus and experiences. This is a comprehensive developmental high school counselling program assisting students with career development. Then we will look at a number of resources for academic and career plans.

(01:38)

First, let's go over the requirements. Many of you already know this, but beginning with the 2013-14 academic year, all schools shall begin development of that personal Academic and Career Plan for each seventh-grade student with completion by the fall of the student's eight-grade year.

Students who transfer from other than a Virginia public school into the eighth-grade need to have that Plan developed as soon as practical, and now, actually, for all students transferring in that plan needs to be created when they enroll, so beginning with that 14-15 year which was last year. So those transfer students, we need to start to actually create that academic and career plan for them.

(02:15)

So what does the plan include, it needs to include a program of study for high school graduation that's aligned with a postsecondary career pathway and/or college entrance. And it needs a postsecondary career pathway based on the student's academic and career interest.

(02:30)

It shall be developed in accordance with guidelines, those guidelines were passed in 2009 and the guidelines basically state what I'm talking about here in these first few slides of this session. It shall be signed by the student, student's parent or guardian, and school official(s) designated by the principal, and you'll see as we speak in this session that you need to have that administrative support, not only to create those academic and career plans, but for the academic and career plan itself. We know that the parents are a huge influence on our students to get their consent on the academic and career plan is critical.

The Plan needs to be included in the student's record and it shall be reviewed and updated, if necessary, before the student enters the ninth and eleventh grades. It does state in there that the school shall have met its obligation for parental involvement with that good faith effort to notify the parent or guardian. We know that its not always possible to get that signature, but we certainly want the parents at the table if we can get them there.

(03:28)

So we're looking at actually this comprehensive and developmental process for school counselors and really for all educators career development needs to be a developmental process. School counselors have standards for school counseling in the academic, the career and the personal social domains, and it starts in elementary school, so its very important in the schools that we have this transitioning of students with career information from elementary to middle and high school. And it means that school counselors are going to get together and develop a plan for this as they move forward for getting students the kind of information. I find in elementary schools, especially in elementary schools in small divisions where there is one middle school and one high school, typically there are three or four elementary schools. Those elementary school counselors need to get together to make sure the information they are giving to their students in those four schools, all will be going to one middle school have the same kind of career information, so they can sit down with their school counselors or whomever in the middle school as they create the academic and career plan and it not be the first time they have heard of an academic career plan or careers, so having a purposeful and collaborative approach to this is extremely important.

(04:37)

Having the middle school counselors knowing the electives and the CTE courses that are offered at the high school is again extremely important, because in order to engage our students and give them the proper information to empower them to make these decisions they need to know the courses in the high school. They also need to know the information on dual enrollment, work-based learning opportunities are extremely important and there is a lot of

high level attention on work-based learning now, your job service learning, apprenticeships, and job shadowing and mentorship. These are things your students need to know about so when they get to high school they will be able to kind of enhance their career development through those opportunities.

(05:14)

It takes a village to get this done, if the school counselors are those responsible for doing academic and career plan, the main part of the academic and career plans, we need to have collaboration through administrators, teachers, school counselors, CTE, special education, everybody, business and industry and post-secondary.

(05:30)

Look at coordinating these meetings and getting information to students. You have to figure out first how you are going to access the students, how are you accessing them, what information are we giving the students in the classroom in order to get them the information they need, to properly plan for their future through rigorous course that are going to lead to their goals in post-secondary education in a career.

(05:53)

Another extremely important part is these career assessments. I'll talk a little bit about the Wizard in a few minutes, but these interests, values, and skills assessments certainly in that 6<sup>th</sup> grade time frame you need to get an interest assessment to these students. So, again they are going to have the information around their interest that they can actually start to plan for their academic and career plan through high school.

(06:16)

Are you doing it through classrooms, are you accessing these students through group guidance, are you explaining and looking at career clusters and pathways, are you using this framework as your working school counselors with students and CTE administrators and teachers, working with students in this way through the career cluster framework. We support that in Virginia and I know many school divisions have their electives that are actually broken down by career clusters. Another good thing to maybe look into as you work with your students. So when you see their interests, you'll be able to look at electives in your schools to see how they break down for career clusters.

(06:52)

The purpose being we want students to be engaged getting their interests aligned with rigorous courses to meet their goals. Easier said than done and it takes a lot of work, but we have to just take one step at a time, begin with the end in mind. These are in the guidelines. What are we doing here as K-12 educators. Is the diploma our end goal? I think in the past, perhaps that has been, but the diploma is not the end goal. The diploma really now should be looked at as the beginning. So our goal is a career. Getting students identifying their interests, values, and skills and assisting them in reaching those goals is what we need to do.

(07:31)

Identify the key roles and responsibilities. You need to know, everybody needs to know what each other is doing, the right hand needs to know what the left hand is doing, so the student gets the information that they need. Timeline is extremely important. When are you getting in the classroom, when are you getting the plans created, when are they being sent home for parents signature. Get that timeline set ahead of time and work certainly now, but maybe some kind of summer professional development activity where you get the timeline set is extremely important.

(08:02)

If you don't have high-level administrative support, it's going to be more difficult to access students. Get the kind of freedom you need in the school to get this done. Take one step at a time and rely on resources, rely on co-workers, and rely on stakeholders outside in the community as well as in other divisions. Ask questions on how they are doing it and then take notes and do the best way that fits with your school.

(08:28)

So we'll look at each area in grades K-5, 6-8, and 9-12 in a little more depth now, but again as I mentioned, this is kind of a system that I've created. In K-5 really now needs to be a career awareness and exploration. We're looking at goals. Do students know what a goal is? Help students know what a goal is and this is really an introduction to what a career is and what career clusters are. We'll start to look at that.

(08:52)

Grades 6-8 now with the Academic and Career Plan, this is where planning begins. This probably used to happen, and I know it happens in many other schools and districts in our nation in grades 9-12, but I think it's great that we're doing Academic and Career planning in 6-8. So this is your career development and planning phase. This is where you bring the clusters down from K-5. You're looking at clusters, and now we're doing more of a deep dive into pathways. So we've got 16 career clusters. Now as we do academic and career plans, pathways really, really become important so we're looking at the pathways within those clusters to help the students build sequences of courses to meet their goals.

(09:27)

Grades 9 through 12 now really should be more of a focus. Now we've got students who have an academic and career plan. Sure, they're tweaking it some; sure they may be changing things around in courses and things like that, but typically when you get that interest inventory, in those inventories, they are going to stay within and very close to that cluster. What we are looking at now, we are starting to look at experiences, career focus, so we're bringing the pathways down and now we're looking at CTE courses that match the areas of interest for that student, credentials that align with the areas in which there's importance for the students. And now we're looking at the postsecondary. Again, that's the apprenticeship, and the job shadowing that comes into play for the students.

(10:07)

So let's look a little closer at the K-5. Again, we see that this is career awareness and exploration. Students need to learn in K-5 what is a career and we do this often with certain activities, talking about their parents or a loved one, and where they work and what that means. Again, goal setting. I mentioned that assisting students with knowing what a goal is, they're going to be setting goals in middle school when it comes to academic and career plans, so what is that, what does it mean, what does that mean for your future. Beginning to look at what you're doing now and how that relates to the future. Again, that's very important to elementary and middle and again I think it's one piece that's been missing in K-12. A lot is why are we taking these courses, why am I in geometry, or why am I taking these specific electives. So getting them that information early on and again we've got school counselling standards that speak to that.

(10:53)

Introduction to Career Clusters can be done in a number of ways, but I think one of the main ways to do this and one of the portals that is supported by the Virginia Department of Education is that Virginia Career View. And being able to go to [vaview.org](http://vaview.org) taking students, here I've got young children myself and they love this website. It's very interactive, there are a lot of different activities that are right here for you to be able to download and take into the classroom, elementary school counseling and school counselors, to be able to take these activities in and work with students. This is a screen shot, but up on the right hand side, the top right, you'll see the business management and administration cluster. That flashes all 16 career clusters up there.

And there are a number of other areas within Career View that are just really, really powerful and good for students and if you haven't been there, I would urge you to do so and to give school counseling component and career guidance component to this and CTE teachers as well if you feel this may be advantageous to your teachers in your elementary to go and do this. So as I mentioned, it's very interactive in a lot of ways, but there's a number of activities that you can dive in here for grades K-5 as well as 6-8.

Career Town is a particularly great web page on this. Students can go in, probably K-3, but you can go in and can hover around any of these areas, but if you were to look at the boat on the bottom right corner and you actually click on that boat it will take you to these certain areas. And in this case, it will be interactive and a marine biologist will come up and it will explain what a marine biologist is. Then it asks very simple questions at the end and one of those questions is up there. And then the student can actually click on the right answer and it will move on to the next thing.

(12:45)

If you go into the grocery store in that last page that we saw, it will allow students to actually do mathematics and ring up certain items and be able to pull the money up. So, it's a very interactive, very good portal for K-8. And here is one of your career cluster areas and if you click

on any of those career clusters, you can have activates that you pull down, one pagers that you can take into the classroom to assist your students in learning about careers.

(13:14)

Let's look at career development planning grades 6 through 8. Middle school counselors, CTE folks in middle school, this is just so critical. You've got a very critical job and that's why I think I mentioned earlier have the folks in elementary make sure that we know the folks in high school are all on the same page because this is where the rubber hits the road, in middle school. So getting that interest assessment early on, and I would have an interest assessment with the Virginia View. You can actually do an extra assessment if you want in elementary in the fifth grade. Certainly in middle school, when you kind of do the transition from the Virginia View to the Wizard, the Wizard has an interest assessment and actually through those STIs if you didn't know, every student in Virginia, has an account created in Virginia so they can actually start a portfolio where you'll be able to have that interest assessment information.

(14:05)

So doing a career cluster and pathway based on the results of that interest assessment is critical here. So you do the interest assessment, you see the career cluster areas, you can do a cluster pathway deep dive with the students before you start the academic and career plan. So you can help them connect the interest with their career planning. Certainly rigor and relevance is important in this. Through research we've spoken to students who have dropped out and they say "I wish I was pushed harder, I wish I would have had more rigorous courses, I wish I would have had somebody with a meaningful plan in place," so that's where all of this is happening. So getting a course plan and looking at the academic and the CTE component of that course plan that makes sure that they have a great plan to get into high school is important in this area.

(14:51)

I mentioned the Wizard. Again, through our STIs, those unique student testing identifier numbers, every student in Virginia starting in the fifth grade, has an actual account created in the Wizard. It's up to your division admin folks to get those rights, the admin rights, to the school counselors and you actually mass activate those accounts so you can start working with these students in 6<sup>th</sup> and 7<sup>th</sup> grade, building the portfolio in the Wizard, getting everything so you and the student can look at their interest. You and your student can build a portfolio with their interests, with colleges as you move forward with the interest, the colleges that they have and be able to help them in their plan.

(15:33)

You can see here, Jennie is the avatar for the Virginia Education Wizard. This is where you access the career assessment from the very first page. And if you look at the career assessment and I went in and just actually did the very, very quick career assessment, but you can see on the right-hand side it's broken down into career clusters. So, with my answers and I just kind of randomly answered things, but your students will go in and hopefully they'll take some time and really think about what they're doing. But you can see that 78%, you can see my results

came down Government and Public Administration cluster is where my interest would have come out as a result of my interest assessment. Finance being the second and Business Management and Administration being the third. You can actually click on this in this portal and that will take you down and show you pathways in Government and Public Administration and so forth. Work with your students to look at breaking this all down and looking at what courses are available in high school to assist them in meeting their goals once they find a specific career that they have an interest in. You can see on the left-hand side, based on that STI when you activate the account, based on the STI, that unique student identifier number of the student that's working through the Wizard, they're going to know the geographical area in Virginia where you are located. With that, they are able to tell the in-demand jobs that are available and the actual companies that are hiring within a certain radius of the school building. So this is extremely helpful as you breakdown the kind of positions and the kinds of jobs that are going to be available for your students and we have those projections now for 2022 so you're working with your 8<sup>th</sup> graders and 9<sup>th</sup> graders now. We know the labor projections, so you're able to see the companies that are actually hiring for those positions to be able to give your students even more in-depth information about where they're going and what they're doing.

(17:24)

We'll just touch quickly on Career Clusters. There are other video streaming sessions that really dive into Career Clusters but as I mention this Career Cluster national framework is something that Virginia supports. It's a grouping of occupations in industries that are not only used for curriculum design but they're used for career counselors and school counselors to look and it helps students with academic and career planning and so that we know that cluster areas. Every career fits into one of these clusters areas. And so as we're working with students we're able to look at cluster areas based on their interest results and talk to them about these cluster areas and look at the pathways within those. So these are the 16 Career Clusters. I have Finance highlighted because I'll go a little deeper into Finance. I won't go over these. The 16 Career Clusters I mentioned encompass every career there is.

(18:12)

Within these 16 Career Clusters, are 79 Career Pathways. So each cluster has a number of, seven or eight or so, career pathways that you can move into and I'll kind of explain that through the Finance here in just a second, but looking at and diving into this career pathways will allow students to dive a little bit deeper and through the resources we have at the CTE Resource Center and the Career Planning Guide, you can actually see based on these pathways the courses that are available that will lead to those actual areas in those pathways through CTE courses.

(18:44)

So, Finance prepares you for careers in finance, investment planning, banking, insurance. You can read that and here's specific careers below that are in that area. The pathways within Finance: Securities and Investments, Business Finance, Accounting, Insurance, Banking Services. So, if you know your student has an interest and the career area comes out in Finance, you're able to look at these pathways, talk to the student about these different pathways, and if they

say, "You know, Accounting sounds good to me. I've got a brother that's in or my parents are in that," you can start to dive into Accounting in that pathway and start to look at specific areas and the different courses in there.

This is another way to look at it and really this is kind of a holistic look at what career clusters and pathways are. So you'll see the grades are on the left-hand side. You'll see 9 through 11. When you are in a Finance cluster, no matter what the pathway is, there is common cluster knowledge and skills, so every student will be learning certain knowledge and skills within that Finance pathway. And you can see the orange bars, those are broken down by pathways. And so Banking Services, Business Finance, things like that, Accounting, and you can see the actual grade level of what students need to have, careers in those specific areas. So, it breaks it down and as you get into 11<sup>th</sup> and 12<sup>th</sup> grades, you start to really pinpoint and get into the pathway that you need to. And then on the right-hand side, those green arrows are entry and exit points that you can come in and go as a 12<sup>th</sup> grader there are certain opportunities you'll have at the community college level, but you can step back out and get into, for instance, the Securities and Investments pathway which is the one on the far right. And the schooling that you'll kind of need, the academics that you'll kind of need which in this case is going to be four year plus to get into those careers that are in that area. But you have the basic Cluster Knowledge and Skills in Finance and you can move from different pathways within that with those specific cluster knowledge and skills.

(20:36)

Let's look at really a comprehensive Academic and Career Plan. This is a template again taken from a national model. We also have an Academic and Career template that you can use as a school division. You may or may not be able to see on this, but this is also on our website. The core classes are in there, but also you can see on the right-hand side, in this case, we have the cluster Finance and the pathway of Accounting. So you can see that the student took certain middle school courses in a Career and Technical Education area, but then they start to get into Accounting in their ninth, tenth, eleventh and twelfth grade year. They look Accounting and Advanced Accounting, Business Management and Business Law, and then down below starts the postsecondary part of the Academic and Career Plan. As a counselor, you want to look at that postsecondary piece, the interest of the student going into work and career, into the military, and into a two-year college or a four-year college and then start that postsecondary pathway based on those interests and skills and their goals.

(22: 38)

The final component is career focus and experiences for grades 9-12. We're assisting students here really in looking at those rigorous courses. So we've given them the foundation, the basics in elementary school. We've helped them create an Academic and Career plan in middle school. Now they're really starting to integrate what we've taught them in the previous eight years. You're going to have changes, you're going to have students that come in and say "I don't know if I can do this or not," but it's better to have a student engaged and want to change certain aspects of their Academic and Career Plan than it is to not have this plan, so let's look at this 9-12 area as really defining this student's Academic and Career Plan. These students will be



looking at CTE courses in middle school and maybe even have the Academic and Career Plan showing some of those CTE courses. But high school counselors, look at the courses you have. They change sometimes, look at the Academic and Career Plans of those students coming up into the high school. Make sure they're aligned correctly and speak to that student to see whether their interests are still there to make sure they're still engaged, and what CTE courses, there may be other CTE courses that may fit better with their Academic and Career Plan.

(22:55)

Meaning we need to stay active and engaged with the students on their Academic and Career Plan. Do not assume that it's going to be done in middle school. It has to be looked at according to the regs, but let's look at it each year to make sure that we're on track. Problem-based learning or project-based learning also is a new thing. Some students learn better in a CTE environment where they're able to actually infuse some of the academics that they're learning into actual real-world situations. CTE is a great place for that. Know your students, know their interests, know their learning styles and you may have some students who expect that they're expected to do a total academic line right into a four-year college, but we know that CTE has such rigorous courses now, we have half of our CTE completers that are also earning advanced studies diplomas. These lines are being blurred. So all students should be given the opportunity to look at these very rigorous CTE courses and get into these courses.

(23:57)

Again, work-based learning and dual enrollment, I explained a little bit about that earlier. The labor market projections 2020: know what's going on in your community, know what the business and industry is doing. Your career and technical education partners, if I'm speaking to school counselors right now, you're seeing CTE folks have an advisory council. They know what's going on in business and industry. They know what's happening out there. Collaborate with your CTE folks to know the way you're assisting your students reflects what's going on in business and industry outside your school building. A lot of your students are going to be staying in the general location of your school, within that 15-20 mile radius. There are companies out there that are hiring and you need to know who those are and what kinds of trends are going to be happening in the next five to ten years in those areas.

(24:49)

A resource for counselors, administrators, and educators is this Career Planning Guide and this is extremely important. This is on [cteresource.org](http://cteresource.org). Many of you have been there and if you've been in my trainings, you've seen this. For those who haven't, go to this website and at the top you don't see it on this screen shot but at the top in the green you'll see CPG and it's a resource again for counselors, administrators and educators. On the left-hand side, you'll see all of the Career Clusters and so when you work with your students, you know the cluster from the results from their interest assessment, you can come straight here to the CTE Resource Center if you choose. Look at the Career Cluster area. You'll see the Career Clusters and you'll be able to click on one. Say, for instance, you have them all the way down the right-hand side from Agriculture to Transportation, Distribution and Logistics.

(25:37)

Let's say your student, for instance, your student comes out in a career area of Transportation, Distribution and Logistics. You're able to click on that bottom one and on the next page that you have, it's probably hard for you to read this, but you'll see that it will give an explanation of what Transportation, Distribution and Logistics is. Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related support services dealing with infrastructure, logistics, equipment, and facilities. Distribution and Logistics right now is a high demand area. There are folks hiring for this. You'll see the pathways. You see Facility and Mobile Equipment Maintenance all the way down through Warehousing and Distribution Center Operations. If you have students that are interested in Logistics and Distribution and they look on this and perhaps they click on Transportation Operations. So you're diving down each area you're clicking into and you're finding out more about this specific career cluster. So this specific area, Transportation Operations again it gives you a definition of that. If you can't read it, again, I'll read it quickly.

Careers in the Transportation Operations pathway are really on the move! These are the people that drive or pilot the vehicles that transport people and freight. Equally important to this pathway are the support people who ensure that any cargo transport is safe, secure, and on time.

(26:52)

It gives you the related occupations down below that. You see Air Traffic Controller, fairly high-demand position, Aircraft Mechanic, Flight Engineer, Pilot. These are the areas under Transportation and Operations that students can look at now. These are the related occupations. Again, if the student is interested in a specific area, click on the next and dive one step farther into it. In this situation, we've got Air Traffic Controller. We've got a student who has made the transition all the way down to Air Traffic Controller. Again, I'm not going to read it to you, but the definition is there. Now you've got related courses. These are the courses in Virginia, CTE state-approved courses, that align with the specific Air Traffic Controller. So as quickly as I've done this, you're able to do this with a student in your office. So we've broken it all the way down to the related courses. Now you certainly can talk to the student about which of these courses they have an interest in and what's available at your school and you're able to look at this.

(27:49)

We can continue to dive down, and dive down into each of these courses. Continue to dive down and show you what that course is, what industry credentials align with the course. This is something the school counselors need to be aware of and have this in your hip pocket to work with students. Just to mention quickly the R U College and Career Ready? Magazine is a resource that's sent to school counseling departments of every high school in Virginia. This year, this should be in the mail by, I hope by November, in classrooms or in schools I should say, by late November.

(28:21)

A great career guidance resource to have, school counselors and teachers, as you go into classrooms. This is a great magazine that features former Virginia high school students who are now in each of the 16 career cluster areas, tells their story. These aren't cookie cutter stories of everybody had a great pathway and knew what they were doing. These are real students who have gone through confusion, they've gone through success in having a great pathway in the end and their pathways to get there.

(28:54)

So these stories are great for the students. We also have a resource that's kind of a piece that will support the R U College and Career Ready Magazine and that's the Ready or Not teaching companion. Counselors, you can download this off the CTE Resource Center site and be able to download specific activities that you can take in to actually work with students in combination with the R U Ready? magazine. And so we suggest that this magazine is put in the hands of every 10<sup>th</sup> grade student and then counselors go into classrooms and work with students in certain areas. Again, all of that is done for you in the Ready or Not companion document that you can download from the CTE Resource Center.

(29:35)

Take a look at this. Again, I think there are actual copies left over from last year but that new one will be in your hands, in the schools in November. So be looking out for that.

(29:47)

Web resources; there's many. The best thing to do is to get on [doe.virginia.gov](http://doe.virginia.gov) and you can click on instruction and CTE and you can go in and see Academic and Career plans, you can see all the information and resources we have on career clusters, you can access the CTE Resource Center that way, also look at the School Guidance and Counseling web page.

(30:09)

And I want to let you know that the next one I mentioned, the Academic and Career Plans of Study: Connecting Secondary and Postsecondary Education will air on November 12, 2015. We'll take up where we're leaving off today and we'll look at helping those students now plan for postsecondary. Whatever their endeavor is, whatever their goal is for postsecondary, the resources and the information we need to make that happen.

(30:30)

These video streaming sessions are archived on the VDOE website. You can go on there and actually see last year's and you can see all of this year's sessions. Again, this is session seven, session eight will be next month, and there's twelve, I believe, total. But these will all be as the year progresses, they will all be archived on the DOE website.

(30:46)

There is an evaluation; you can access that through the VDOE website so we hope you'll do that. If you have questions, you can send them to [cte@doe.virginia.gov](mailto:cte@doe.virginia.gov) and Lolita Hall is the

director of CTE, George Willcox is the CTE Coordinator. I'm in the Office of Student Services and my contact information is there [804-225-3370, [Joseph.Wharff@do.virginia.gov](mailto:Joseph.Wharff@do.virginia.gov)]. You're welcome to contact me with any information, any questions on anything that relates to what you saw today, and I'd be happy to answer your questions. Have a good day!

(31:18)

Well, I hope the information in session one was valuable to you and to your staff. The next session, which again, is secondary to postsecondary will be aired on November 12, 2015.